

Performing Arts- Speech and Debate

MYP Year 3

Become the Best Presenter You Can Be

“The Candy Jar”

Directions: The two protagonists (main characters) in the “Candy Jar” movie, matured into realizing very definite goals for their lives. How they arrived at those points may be uniquely personal to each of them. Note the manner in which they persevered and overcame those personal, familial, and societal challenges.

PowerSchool Grading Components (2):

1. Written Response: Five paragraph minimum, five sentence minimum, expository essay correlating those observations to your personal life. Explain how you can use what you learned, to bring yourself to a new echelon of academic success.

2. Poster or PowerPoint Presentation Response: Utilize the points you covered in the written response, to construct your piece.

I. B. Grading Component: This assessment is based on how to deliver a speech, and how to address the audience. Keep in mind the *Four Elements of a Good Speech*: Attitude, Rehearsal, Verbal Expression and Nonverbal Expression*, will be evaluated. *Refer to the “How to Deliver a Speech – Speaking With Confidence and Purpose Outline.”

Criterion D: Responding

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

In order to reach the aims of arts, students should be able to:

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others.

Achievement Level	Level Descriptor	Task Specific Clarifications
0	The student does not reach standard described by any of the descriptors below.	

1-2	<p>The student:</p> <ul style="list-style-type: none"> i. identifies limited connections between art forms, art and context, or art and prior learning ii. demonstrates limited recognition that the world contains inspiration or influence for art iii. presents a limited evaluation of certain elements of artwork. 	<p>You were able to deliver your speech with minimal confidence. You were able to deliver your speech but hesitated during your presentation. You were not ready and did not rehearse your presentation. You were able to get your point across but the message was not very clear. You presented with lack of gracious professionalism: You were not dressed professionally and you did not make eye contact with your audience.</p>
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. identifies adequate connections between art forms, art and context, or art and prior learning ii. demonstrates adequate recognition that the world contains inspiration or influence for art iii. presents an adequate evaluation of certain elements of artwork. 	
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. identifies substantial connections between art forms, art and context, or art and prior learning ii. demonstrates substantial recognition that the world contains inspiration or influence for art iii. presents a substantial evaluation of certain elements of artwork. 	
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. identifies excellent connections between art forms, art and context, or art and prior learning ii. demonstrates excellent recognition that the world contains inspiration or influence for art iii. presents an excellent evaluation of certain elements or principles of artwork. 	

Student Name : _____ Date: _____

Criterion D Grade: _____

Student Reflection: _____

